

Quality of Education

RI/Good

ASPECTS:		OVERALL, LEADERS JUDGE THE QUALITY OF EDUCATION TO BE ON A JOURNEY TO GOOD AND BEYOND. THIS JUDGEMENT IS BASED ON:			DEVELOPMENT AREAS:
INTENT		INTENT	IMPLEMENTATION	IMPACT	
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]	a	(Curriculum design meeting pupils' needs/ adaptation / planning & sequencing to clear end points) (P) NPA adopts a collaborative approach to planning units of work, ensuring staff understand students' progression through the curriculum (i). (I) This results in pupils applying their growing knowledge and understanding as they move through the academy (g). (E) For example, learners in Year One and Two express passion for being 'an artist', illustrating strong knowledge acquisition (p).	(Teaching Learning/ Assessment/Planning/ POS- key knowledge & long term memory) (P) NPA has implemented an ambitious, broad, and balanced curriculum based on the National Curriculum and customised to accommodate the needs of all pupils (a, c). (I) This enables pupils to accumulate knowledge and develop essential skills across the curriculum, preparing them for the next stage of their education (b, r). (E) For instance, Year 6 pupils link their study of Roman numerals in Maths to their Year 4 history lesson on Roman education (d). (P) NPA actively communicates with students to understand their experiences and learning preferences (f). (I) This has led to a curriculum enhanced with practical, 'first hand' experiences, outdoor activities, STEM, and Enquiry based learning opportunities (b). (E) During a Peer to Peer Review, students were observed using previously learned scientific vocabulary in new contexts (g). (P) Lessons at NPA are delivered in a variety of ways, designed to engage pupils and promote meaningful learning outcomes (f). (I) The result is a responsive learning environment, where misconceptions are promptly addressed, and pupils receive productive feedback (j). (E) An example is EYFS pupils demonstrating their understanding of shadows through quality questioning (f, g). (P) NPA fosters a safe learning environment that encourages risk-taking and resilience, focusing on developing pupils' character and independence (j). (I) This approach empowers pupils to take control of their learning and fosters a desire for further discovery (k). (E) A Year 4 pupil used knowledge from a Roman theme in a STEM session to recreate an aqueduct, exemplifying this independence (g, p). (P) Under the guidance of our Phonics Lead, NPA takes a rigorous and sequential approach to phonics teaching, ensuring pupils leave NPA able to read at the targeted level (n). (I) This approach has resulted in highly effective learning, with attainment in phonics just above national average (m). (E) In an English lesson, Year 1 pupils were observed blending sounds to form words confidently (p). (P) NPA fosters creativity and imagination through the curriculum by offering varied opportunities, like after-school clubs, trips, and enterprise activities (r). (I) This has led to increased pupil engagement, enjoyment, and a sense of community within the academy (t). (E) A recent art exhibition showcasing pupils' works received positive feedback from parents	(P) Following an emphasis on improvement in Reading, Writing, and Maths, NPA has focussed on integrating core skills across all subjects (m, o). (I) This has resulted in a positive, engaging curriculum, leading to good progress in pupils' spiritual, moral, social and cultural development (p, q). (E) Ofsted's comment in December 2018 underpins this: 'Pupils benefit from an excellent curriculum, which develops their reading, writing and mathematical skills well' (m) (P) NPA uses various strategies, including quality resources and language acquisition initiatives, to promote reading (l). (I) As a result, pupils move onto the next phase of their education confident in their reading ability (s). (E) Teachers are observed to skilfully link reading and phonics to other subjects, such as science (m, o).	INTENT: 1. Enhance efforts for wider community integration and application of practical, real-world experiences in the curriculum. 2. Strengthen differentiation in curriculum planning to further support the specific needs of pupils, especially those disadvantaged, SEND, or more able pupils. 3. Improve strategies for incorporating metacognitive approaches in order to support learners in connecting their prior knowledge with new learning content more effectively. IMPLEMENTATION: 1. Improve the consistency and effectiveness of checking pupils' understanding during lessons, promptly addressing misconceptions, and giving productive feedback. 2. Develop the use of digital technology and cross-curricular learning methods to deliver lessons in a more engaging manner. 3. Foster more strategies to build students' independence and risk-taking in their learning, particularly in directing their own enquiry and explorations. IMPACT: 1. Continue efforts to improve core skills in Reading, Writing, and Maths across all subjects while also considering the potential need for more diverse and balanced focus on other subject areas. 2. Evaluate the efficacy of the newly introduced digital technology strategy to ensure it's enhancing pupils' learning as intended. 3. Review phonics teaching and reading outcomes to ensure they continue to improve and match or surpass national averages. Encourage more robust strategies for vocabulary acquisition and oracy across the curriculum. Specific areas for development the QUALITY OF EDUCATION following the COVID-19 pandemic: 1. Ensure curricular adaptations address COVID-19 induced learning loss, incorporating strategies for differentiated learning to meet the needs of individual learners and address learning gaps. 2. Improve remote learning strategies based on the lessons learned from the pandemic. This includes teacher training for effective online teaching methods, ensuring equitable access to necessary technology, and integrating digital tools that improve student
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]	b	(P) Prioritising the use of digital technology, NPA aims to enhance pupils' acquisition of knowledge and skills, as well as to support staff workload (h). (I) This strategy inspires pupils and boosts their enthusiasm for learning (j). (E) For example, SEND learners in Year 4 used iPads to improve their storytelling and writing skills (p).			
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]	c				
Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. Broad & balanced curriculum/ subjects for all pupils	d				
IMPLEMENTATION					
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.	e				
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.	f				
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.	g				
Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.	h				
Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to	i				

understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.				
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	j			
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	k			
Reading is prioritised to allow pupils to access the full curriculum offer.	l			
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.	m			
The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.	n			
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	o			
IMPACT				
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.	p			
Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	q			
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.	r			
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.	s			
OVERALL QUALITY OF EDUCATION KEY PRIORITIES:				
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		and visitors, validating our efforts (u).		engagement and interaction. 3. Monitor and evaluate the effectiveness of catch-up programs and remedial interventions to ensure students are making sufficient progress to close learning gaps. Moreover, expand methods of assessing student learning to include not only academic progress but also socio-emotional well-being and resilience. 4. Enhance support systems and resources to address mental health and wellbeing needs of students and staff alike. This includes the incorporation of social-emotional learning in the curriculum and professional development for teachers in trauma-informed practices. 5. Build stronger partnerships with parents and the wider community to support student learning, particularly in the context of potential future remote learning scenarios.

Behaviour and Attitudes

RI/Good

ASPECTS:	OVERALL, LEADERS JUDGE BEHAVIOURS & ATTITUDES TO BE ON A JOURNEY TO GOOD AND BEYOND. THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
<p>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.</p>	<ul style="list-style-type: none"> (P) NPA consistently and fairly applies high expectations of pupils' behaviour and conduct across the academy (a). (I) This leads to a safe, orderly, and positive environment, fostering positive attitudes and outcomes for all learners. (E) Observations show low level disruption is not tolerated, and the day-to-day life of the academy is calm and purposeful (a). (P) Restorative Practice techniques are implemented to support conflict resolution and promote positive ethos throughout the school (b). (I) As a result, pupils are considerate, respectful, courteous, and understand the difference between lively play and bullying (b, d). (E) A recent instance of a new starter being warmly welcomed by a pupil with EHCP and autism diagnosis demonstrates this (b). 	<p>Specific areas for development the BEHAVIOUR & ATTITUDES following the COVID-19 pandemic:</p>
<p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p>	<ul style="list-style-type: none"> (P) The comprehensive Behaviour Policy and ClassDojo system ensure consistent approaches to rewards and sanctions, coupled with a strong focus on Growth Mindset and Learning Powers (a). (I) This creates an atmosphere of calmness, responsibility, understanding, and tolerance. (E) This is supported by visible rules in classrooms, regular observations, and informal drop-ins (a). (P) NPA gauges views of pupils and parents through methods such as surveys and provides immediate responses to any bullying concerns (b, e). (I) This has led to positive perceptions of safety and handling of concerns. (E) The Summer 2022 parent survey and Ofsted 2018 report evidence this (b, e). 	<p>Developing Digital Citizenship and Online Safety:</p>
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p>	<ul style="list-style-type: none"> (P) An inclusive academy, NPA recognises pupils who require additional support to meet Behaviour Policy expectations (a, c). (I) This enables positive improvements in behaviour (c). (E) Reflective practices, collaboration with the SEND Lead, Learning Mentor, Parents and pupils, and regular review of action plans attest to this (c). 	<p>The pandemic resulted in a dramatic increase in online learning and digital interactions. Ensuring students understand how to interact respectfully and safely online is crucial in this new normal. This might include further training and embedding of responsible digital behavior within the Behaviour Policy.</p>
<p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<ul style="list-style-type: none"> (P) NPA promotes pupils' learning attitudes through development of Growth Mindset, Metacognition and Self-regulation (d). (I) As a result, pupils demonstrate effective skills and strategies, including resilience, and a high level of engagement in learning (d). (E) Evidence from regular observations, drop-ins, and the use of the 6R's Learning Powers combined with Kagan strategies support this (d). 	<p>Re-establishing a Consistent School Routine and Expectations:</p>
<p>Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p>	<ul style="list-style-type: none"> (P) Attendance is promoted and celebrated at NPA with strategies like 'Beat the Bell' and 'Attendance Hero', and swift action is taken when attendance is not good (e). (I) As a result, attendance is good and is improving over time (e). (E) Whole school attendance for 2021 – 2022 compared to the national average and reduction in the number of persistent absentees over time provide evidence (e). 	<p>With potential disruptions caused by switching between in-person and remote learning, re-establishing clear expectations and routines will be vital. This will support students to understand what is expected of them and aid in maintaining a calm, purposeful learning environment.</p>
<p>Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort</p>	<ul style="list-style-type: none"> (P) NPA uses fixed term and internal exclusions appropriately and works with families and local authority representatives to support pupils at risk of exclusion (f). (I) This approach ensures that pupils have carefully planned support and are engaged in their learning (f). (E) The absence of permanent exclusions at the academy attests to the effectiveness of this approach (f). 	<p>Addressing Potential Learning Gaps and Impact on Behaviour:</p>
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<ul style="list-style-type: none"> (P) A positive and respectful culture is promoted within NPA, ensuring effective relationships and safety (g). (I) Pupils are very proud of their work and of being part of the academy, feel comfortable talking openly to staff, and demonstrate tolerance, care, and respect for others (g). (E) Pupils' pride in their achievements, along with their involvement in activities like PSHE. (P) Ofsted, in its December 2018 review, confirmed pupils' regular attendance due to an enjoyable learning environment and lack of bullying (e, g). (I) As a result, attendance is above average and pupils feel safe at school (e, g). (E) This is evidenced in the 2018 Ofsted report (e, g). (P) The NPA family promotes and expects a positive and respectful culture within the academy that supports effective relationships and safety (g). (I) Consequently, all members feel safe and are very proud of their work and the academy (g). (E) This is evidenced by pupils' expressions of comfort in talking openly to staff through various activities such as PSHE, circle time, small group work, and 1:1 work (g). 	<p>Disruptions to regular schooling could have created learning gaps, impacting students' behavior and engagement. It is essential to identify and bridge these gaps, leveraging the academy's existing strategies around Growth Mindset, Metacognition, and Self-regulation. This will support students' resilience and engagement in learning during this recovery phase.</p>

OVERALL BEHAVIOUR & ATTITUDES KEY PRIORITIES:



Personal Development

Good

ASPECTS:	OVERALL, LEADERS JUDGE PERSONAL DEVELOPMENT TO BE GOOD. THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p>	<ul style="list-style-type: none"> (P) NPA's curriculum has been expanded to offer a comprehensive range of opportunities, with a focus on broad development (a). The PSHE curriculum has been specifically revised, emphasising core themes like health and wellbeing, relationships, and wider world living (a). (I) This revision promotes crucial skills such as resilience, team working, and critical thinking (b), contributing to the development of pupil independence (b). (E) An increased focus on pupil independence is a new addition to this academic year's agenda. 	<p>Specific areas for development the PERSONAL DEVELOPMENT following the COVID-19 pandemic:</p>
<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<ul style="list-style-type: none"> (P) The academy diligently works towards the promotion of pupils' personal development and welfare (b). (I) The result is an exceptionally caring, safe, and nurturing environment where pupils are well-known (c), leading to **% of parents (Autumn 2022) reporting their child's happiness at school (c). (E) This evidence was gathered from the parental survey conducted in Autumn 2022. (P) The curriculum is designed to educate pupils on different faiths and cultures (e). (I) Consequently, pupils show respect, consideration, and enhanced understanding of diverse faiths and cultures (f, g). (E) This impact is visible in their interactions, discussions, and reflections during learning sessions. 	<p>Mental Health and Emotional Well-being Support:</p>
<p>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</p>	<ul style="list-style-type: none"> (P) At NPA, a combination of strong pastoral ethos, myHappyMind programme, and robust Growth Mindset work are employed to ensure the development of confidence, resilience, independence, and strength of character in pupils (b). (I) This combination results in good progress from pupils' starting points (b), supporting their ability to take risks in their learning (b). (E) The evidence for this claim comes from the notable improvements in pupils' engagement and learning outcomes. (P) NPA provides high-quality pastoral support (c) and an evolving PSHE curriculum that teaches pupils about safety and health in different contexts (c). (I) As a result, pupils develop a comprehensive understanding of living healthily, staying active, and maintaining mental wellbeing (c). (E) Feedback from pupil questionnaires and participation in safety programmes such as Internet Safety and Bikeability substantiates this impact. 	<p>Given the potential impact of the pandemic on pupils' mental health and emotional well-being, a greater emphasis on support in this area is vital. Schools could integrate mindfulness and stress-management techniques into the curriculum, provide increased access to counselling services, and offer workshops for parents and teachers to recognise and respond to signs of stress and anxiety in children.</p>
<p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>	<ul style="list-style-type: none"> (P) NPA diligently provides a well-rounded education (a) that promotes individual talents and interests through a wide range of experiences like curriculum days, residential trips, visits, competitions, clubs, and more (d). (I) This has resulted in the strengthening of pupils' characters (a) and the broadening of their interests (d). (E) The increased uptake of extra-curricular opportunities serves as evidence. (P) Through the partnership with Crewe and Nantwich Sport's Partnership and programmes like the Premier League Primary Stars Programme, NPA enables high-quality PE provision and competition (a). (I) Consequently, pupils' participation in sports clubs and events has significantly increased (d), promoting participation and a love of fitness, especially among disadvantaged pupils and those less active (c). (E) The acquisition of the Sainsburys Gold Award, aided by the Sports Premium, evidences the success of this provision. 	<p>Digital Citizenship:</p>
<p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<ul style="list-style-type: none"> (P) As stated by Ofsted in December 2018, NPA has put measures in place to develop pupils' spiritual, moral, social and cultural development and their appreciation of British Values (e). (I) The result is an enhanced understanding and appreciation of British Values among pupils (e). (E) The impact of this provision was acknowledged by Ofsted in their December 2018 report. (P) The curriculum at NPA is meticulously planned to promote core British values and tolerance of culture and democratic values (e). (I) This enables pupils to develop into responsible citizens (h), equipping them with the knowledge and skills to succeed in life (e). (E) The active role of British Values Ambassadors in enhancing pupils' understanding, as evident in the delivery of school assemblies, stands as evidence (e, h). 	<p>The shift to online learning has exponentially increased pupils' exposure to digital platforms. Teaching digital citizenship - including internet safety, appropriate online behaviour, and critical evaluation of online information - is increasingly important. Schools could develop a comprehensive digital citizenship programme and continually update it to meet evolving challenges and trends in the digital world.</p>
<p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>	<ul style="list-style-type: none"> (P) NPA's curriculum includes planned opportunities to learn about different faiths and cultures (e). (I) This has fostered respect and consideration among pupils for diversity (f, g). (E) This impact is observable during school assemblies and in the pupils' interactions (f, g). (P) The curriculum at NPA accounts for prior attainment and experiences and focuses on developing 'Learning Powers' such as Respect, Responsibility, Reciprocity, Resilience, Reflection, and Risk-Taking (b). (I) This provision results in pupils ready for life in modern Britain, with an appreciation of diversity and fundamental British values (e, h). (E) The recent introduction of the 'Radiance' Learning Power highlights the success of this approach (a, b, e, h). 	<p>Socio-Emotional Learning and Resilience:</p>
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>	<ul style="list-style-type: none"> (P) NPA actively promotes inclusion and diversity through various initiatives like the Diversity and Difference and No Outsiders programmes (f). (I) This approach fosters respect for differences and confidence in expressing thoughts and feelings among pupils (f, g). (E) Positive parental feedback underscores the effectiveness of these measures (f, g). (P) NPA empowers pupils to participate in decision-making through School Council and Pupil Leaders. This year, the Votes for Schools initiative has been implemented (h). (I) This promotes considered discussions on issues and contributes to school policy development (h). (E) The increased awareness and independent thinking demonstrated by pupils in handling current issues serves as evidence (h). 	<p>The pandemic has undoubtedly presented pupils with significant challenges and disruptions. Schools could enhance their focus on socio-emotional learning, helping pupils develop resilience, adaptability, empathy, and effective communication skills. This could be achieved through both explicit instruction and the integration of these skills into various aspects of the curriculum.</p>
<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p>	<ul style="list-style-type: none"> (P) Children at NPA are offered various opportunities to contribute to the life of the school, including participation in school council, Pupil Parliament, and performing various duties (b, h). (I) These opportunities foster a mature, confident and welcoming demeanour among children and encourage their aspirations (b, d, h). (E) The rewards for their participation in various out-of-school learning opportunities serve as evidence (b, d, h). 	
<p>OVERALL PERSONAL DEVELOPMENT KEY PRIORITIES:</p>		
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Leadership and Management Good

ASPECTS:	OVERALL, LEADERS JUDGE LEADERSHIP & MANAGEMENT TO BE GOOD. THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
<p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.</p>	a	<p>Specific areas for development the LEADERSHIP & MANAGEMENT following the COVID-19 pandemic:</p> <p>Adapting to Post-Pandemic Learning Gaps:</p> <p>The COVID-19 pandemic may have resulted in substantial learning gaps due to remote learning, lockdowns, and disruptions. Leadership needs to develop strategies for identifying and addressing these gaps effectively. This may include comprehensive academic assessments to determine individual student's learning gaps, targeted interventions to help struggling learners, and additional training for teachers on strategies for differentiated instruction and closing learning gaps.</p> <p>Strengthening Remote and Hybrid Learning Capacities:</p> <p>Even after the pandemic, remote and hybrid learning modalities may remain a significant part of educational delivery. Leadership should continue to invest in teacher training on effective remote teaching strategies, improving digital infrastructure, and providing equitable access to technology for all students. They should also work on refining policies around remote learning, including assessment and engagement strategies, based on lessons learned during the pandemic.</p> <p>Enhancing Community Engagement and Communication:</p> <p>The pandemic highlighted the importance of strong communication and community engagement, as parents and caregivers became more integral to students' day-to-day learning. Leadership should continue to strengthen these partnerships, perhaps by establishing more regular communication channels, creating more opportunities for parental involvement in learning, and soliciting community input on key decisions. This can also involve reinforcing partnerships with local services and employers, which may have been disrupted during the pandemic.</p>
<p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.</p>	b	
<p>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.</p>	c	
<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p>	d	
<p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.</p>	e	
<p>Leaders protect staff from bullying and harassment.</p>	f	
<p>Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	g	
<p>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p>	h	
<p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>	i	
OVERALL LEADERSHIP & MANAGEMENT KEY PRIORITIES:		

Quality of Early Years Education

Good

ASPECTS:		OVERALL, LEADERS JUDGE EARLY YEARS TO BE GOOD. THIS JUDGEMENT IS BASED ON:			DEVELOPMENT AREAS:
EY INTENT		INTENT	IMPLEMENTATION	IMPACT	EY INTENT:
Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.	a	(Curriculum design meeting pupils' needs/ adaptation/ planning & sequencing to clear end points)	(Teaching Learning/ Assessment/Planning/ POS- key knowledge & long term memory)	(Standards-End of EY Outcomes/ In school Outcomes/ Explicit end points)	1.
The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.	b	Specific strengths in EARLY YEAR'S IMPACT following the COVID-19 pandemic: <ul style="list-style-type: none"> • 	Specific strengths in EARLY YEAR'S IMPLEMENTATION following the COVID-19 pandemic: <ul style="list-style-type: none"> • 	Specific strengths in EARLY YEAR'S IMPACT following the COVID-19 pandemic: <ul style="list-style-type: none"> • 	EY IMPLEMENTATION:
There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.	c				1.
The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.	d				EY IMPACT:
The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.	e				1,
EY IMPLEMENTATION					
Children benefit from meaningful learning across the curriculum.	f				1.
Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.	g				
Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.	h				
Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.	i				
Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.	j				
Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are	k				

chosen to meet the children's needs and promote learning.				
The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage (applies from 1 September 2021)', which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children's needs.	i			
Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.	m			
Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.	n			
EY IMPACT				
Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.	o			
Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.	p			
By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.	q			
Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.	r			
Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.	s			
Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.	t			
OVERALL QUALITY OF EARLY YEARS EDUCATION KEY PRIORITIES:				
➤ By the end of Reception, children achieve well and are ready for the year one curriculum				